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AUTHOR Cassell, Carolyn W.; And Others
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ABSTRACT

To explore the possibility of utilizing paraprofessionals in the Department of Counseling at Prince George's Community College, two surveys were conducted. For the first, a questionnaire was mailed to 36 schools nationwide which were believed to be using paraprofessionals in their Student personnel programs. The 22 schools responding (61%) indicated that virtually all use peers and/or paraprofessionals for certain student affairs functions. Nineteen use paraprofessionals to perform the 6 counseling functions performed by professionals at PGCC. Nine of the 15 schools reporting the use of paraprofessionals other than peers preferred their own graduates, and 8 required an A. A. degree. Eleven of the 19 reported a salary range of $5,000 to $7,000, and 8 reported a range of $7,000 to $9,000. A second survey was conducted, of individual counselors, to predict probable utilization of paraprofessionals at PGCC. Results showed that: (1) counselors could increase their professional activities by 45% if paraprofessionals were employed; and (2) 15 counselors are needed to perform the counselors' present duties, while 14 would be needed in the future for strictly professional functions. Recommendations included: (1) maintaining a counselor/student ratio no less than 1:600; (2) employ five paraprofessionals and maintain the current number of professionals; (3) maintain a professional/paraprofessional ratio of 2:1; and (4) upgrade counselor's role to Student Development Specialist. (KM)

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THE UTILIZATION OF PARAPROFESSIONALS IN THE DEPARTMENT OF COUNSELING

A Report
Prepared for
The Department of Counseling
Prince George's Community College

Committee
Carolyn W. Cassell, Chairwoman
Eldon C. Baldwin
Robert C. Hardwick
John J. Kelly
M. Maxine Marinaccio
Marvin J. Powers

March 1973

JC 730 219

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	2
	The Committee	2
	Definition of Paraprofessional	2
	Review of Literature	2
II.	SUMMARY OF SURVEYS	3
	National Survey	3
	Counselor Survey	4
III.	RECOMMENDATIONS AND RATIONALE	5
IV.	APPENDIX	
	A. Committee Members and Charge	8
	B. Review of Literature - General	9
	C. Review of Student Personnel Literature	11
	D. The Nationwide Survey	13
	E. Description and Results of Nationwide Survey	19
	F. The Counselor Survey	25
	G. Definition of Student Development Specialist	26
	H. Implementation of the Program	27
	Job description	27
	Selection	27
	Training	29
	Supervision and Evaluation	31
	Physical location	32
	Salary/Wage	33
	Contract	33
	I. Recommendations for Further Study	34
GRAPHS		36
BIBLIOGRAPHY		41

LIST OF GRAPHS

GRAPH		PAGE
I.	Functions Performed by Paraprofessionals	36
II.	Total Counseling Personnel/Student Ratio	37
III.	Counselor/Student Ratio	38
IV.	Paraprofessional and Peer/Student Ratio	39

I. INTRODUCTION

The Committee

To explore the utilization of paraprofessionals in the Department of Counseling at Prince George's Community College, The Dean of Students, The Associate Dean of Guidance, and the chairwoman of the Department of Counseling established a committee. Its membership consisted of four counselors, one of whom was appointed chairman, a faculty member, and a student personnel staff member. Serving as resource persons were the Associate Dean for Career and Technical Division and the Director of Testing, Orientation and Advisement. The primary objectives of the Committee were to research the subject and make recommendations on the basis of the Committee's findings. Names of the members and the Committee's charge may be found in the Appendix A.

Definition

A paraprofessional, in the context of this report, is an individual with less than professional qualifications who works alongside the professional. This person, who is selected on the basis of his/her unique sensitivity and communicative skills, is trained, supervised, and evaluated by the professional as he/she serves as a locus of information and alternatives for members of the student body in the decision-making process.

Review of Literature

Evidence produced from a variety of sources leads one to conclude that paraprofessionals play an important role as service agents and make a significant and unique contribution to the consumers of service agencies. Institutions involving education, health, social work, mental health, law enforcement, police, and corrections have progressed substantially in the utilization of this category of support personnel. For the review of the literature dealing with this evidence see, Appendix B.

In current Student Personnel literature some evidence of the use of paraprofessionals exists although it seems to be much less than that found in the broad categories reported above. One explanation for this may be the problem of identifying this type personnel due to a variety of titles. Jane Matson, however, in the ESSO Foundation's National Status Study of Student Personnel Services in two year colleges, states that one of the six major trends surfacing in the study is the use of paraprofessionals of all types.[1] These include work in the areas of admissions and records, guidance, counseling and advising, student activities, financial aid, placement, health services, housing and athletics. When paraprofessionals are utilized in counseling services, the professional counselor can get on with activities for which he is trained.

Current literature supports the theory that peer counselors are perhaps the most effective personnel in these activities due to the phenomena of shared status and shared experiences. For an elaboration of this and other types and uses of paraprofessionals in student personnel services, see Appendix C.

II. SUMMARY OF SURVEYS

1. National Survey

During the month of November 1972 a survey (See Appendix D) was mailed to 36 schools nationwide which were believed to be using paraprofessionals in their Student Personnel Programs. For the purpose of this survey the schools were asked to distinguish between currently enrolled students (peers) and all other paraprofessionals. The following is a brief summary of selected results.

1. Responses from the 22 schools (61% of the 36 surveyed) replying to the survey indicated that virtually all use peers and/or paraprofessionals to perform certain student affairs functions. (See Appendix E). The breakdown is as follows:

7 schools use peers only
2 schools use paraprofessionals only
13 schools use both.

2. Of the 22 schools that responded 19 (86%) use paraprofessionals, including peers, to perform the 6 counseling functions performed by professional counselors at Prince George's Community College.

3. The counselor/student ratios of the 22 schools surveyed, representing some 90,000 students, were as follows:

a. Overall

counselor/student ratio	1:480
paraprofessional/student ratio	1:610
total counseling personnel*/student ratio	1:270

b. Schools with over 5,000 students (6 reporting)

counselor/student ratio	1:630
paraprofessional/student ratio	1:825
total counseling personnel*/student ratio	1:360

4. Of the 15 schools reporting the use of paraprofessionals (other than peers) 9 (60%) preferred recent graduates of their own institutions. Eight (53%) required an A.A. degree as a minimum criterion for selection.

5. Of the 19 schools reporting wage and salary information 11 (65%) reported a salary range of $5,000 to $7,000, while 8 (53%) reported a salary range of $7,000 to $9,000.

---

*Both professional counselors and paraprofessionals.

2. The Counselor Survey

In order to predict the probable utilization of paraprofessionals in the Counseling Department at P.G.C.C., the committee conducted a survey of the individual counselors.

The survey asked each counselor to estimate the distribution of his current activities on a percentage basis. Then he was asked what fraction of each activity could be performed by a paraprofessional.

The results of the survey showed that the counselors could increase their professional activities by 45% provided paraprofessionals were employed.

Secondly, the counselors were given a list of activities which require professional training. They were asked to estimate the distribution of their activities assuming that they would not be performing other non-professional job requirements.

Lastly, they were asked to estimate how many counselors would be required to perform their presently assigned duties adequately, assuming no paraprofessionals were hired and how many counselors would be required under their second (or projected) distribution of activities.

The results showed that 15 counselors are needed to perform adequately the duties the counselors now are involved in including some functions that could be perfromed by paraprofessionals; and 14 counselors would be needed in the future to perform only those functions calling for professional preparation. See Appendix F for a copy of the Counselor Survey with the average response.

III. RECOMMENDATIONS AND RATIONALE

1. Maintain a ratio no less than one counseling staff member per 600 students.*

Prince George's Community College has, over the years, maintained a staff/student ratio in its Counseling Center of 1:600. This practice has been based upon the belief that this is an optimum operational relationship. This belief is supported by the study of the recommendations of the Junior College Student Personnel Programs: Appraisal and Development: A Report to Carnegie Corporation, by Max Raines, in November, 1965.[2]

In 1972-73 the counselor-student ratio has risen to 1:716.**

2. Employ five paraprofessionals while maintaining current number of professionals.

The Counseling Department currently has 11 full-time equivalent counselors who are actively involved in student counseling. The counselor survey indicates that the counselors can increase their professional activities by 45% provided paraprofessionals are employed. See Appendix F. The hiring of 5 full-time equivalent paraprofessionals should release all 11 counselors of their non-professional job requirements and allow them to provide professional services which now are not available. Secondly, it will raise the counseling staff to 16. This is not only the level recommended by the counselor survey, but it also achieves a 1:539 counseling staff/student ratio based on the Fall 1973 projected headcount of 8,625 students.

Our recommendation to raise the counseling strength to 16 (11 professional and 5 paraprofessional) is based on the counselor survey. On the surface, this recommendation appears to fall far short of comparable sized schools which answered our questionnaire. (See Graphs II, III, and IV.) The following facts must be taken into consideration:

a. PGCC has 11 full-time equivalent counselors involved in active student counseling. An actual headcount of counselors within the entire Student Personnel Program (as defined by the 21 questions in the questionnaire) reveals the following:

Counseling Department	12
Model Cities	1
Admissions and Records	3
	16

*Full-time equivalent counseling staff actively involved in student counseling/ matriculated and non-matriculated student headcount.

**PGCC's Office of Institutional Research reports a "degree credit" headcount of 7,883 in Fall 1972 semester. Degree credit students are those who are matriculated, non-matriculated, and enrolled in no credit developmental courses.

b. While PGCC has no paraprofessionals in the Counseling Department at this time, there are 2 within the Student Personnel Program.

Model Cities	1
Placement	1
Total	2

c. Graph I reveals that the schools surveyed are using paraprofessionals throughout the Student Personnel Program. Our recommendation only covers paraprofessionals to work in the 6 functions which fall within the realm of the Counseling Department.

Therefore, implementation of this proposal will result in a total strength of 23 (16 professional and 7 paraprofessional) counseling personnel within the Student Personnel Program. This compares favorably with schools of similar size which were surveyed. Hiring of paraprofessionals in other facets of the Student Personnel Program will further enhance this comparison. (See Recommendations for Further Study and Graph I.)

3. Maintain 2:1 ratio of Professionals to Paraprofessionals.

As the level of enrollment changes at PGCC, there is no reason to expect the ratio of professional/non-professional counseling requirements to change. Therefore, as the employment of additional counseling staff is necessitated to maintain the 1:600 ratio, such hiring should be in a 2:1 ratio of professional counselors to paraprofessionals, thus maintaining the proper balance of available services. This ratio should be maintained until further studies suggest otherwise.

4. Upgrade counselor's role to that of Student Development Specialist.

Functioning as student development specialists would allow the professional counseling staff to more efficiently and economically utilize the professional training which they have received. That training is specifically designed to facilitate student development. The student development approach to counseling may be explained as both concept and process. Emphasis is placed on realistic self-appraisal, rational planning, preparation of alternatives, problem-solving of one's concerns and better human relationships. The student development approach goes beyond remediation and therapy.

The student development specialist also has an institutional responsibility to work directly with teaching faculty in improving the learning process. For a more complete definition of the student development specialist see Appendix G.

APPENDIX

APPENDIX A

Committee Members

Carolyn W. Cassell, Counselor, Chairwoman
Eldon C. Baldwin, Instructor - Mathematics
Robert C. Hardwick, Coordinator - Model Cities Project
John J. Kelly, Counselor
M. Maxine Marinaccio, Counselor
Marvin J. Powers, Counselor

Resource Persons

Paul P. Norton, Director of Testing, Orientation and Advisement
Patricia T. Sites, Associate Dean - Career and Technical Education

Committee Charge

The following is a copy of the committee charge given by Dr. Henry F. Busky, Associate Dean of Guidance, and Dr. Helen I. Brown, Department Chairwoman - Counseling:

The charge -

a. Search of the literature
b. Inquiries of other junior colleges
c. Compilation of information about paraprofessional programs elsewhere
d. A recommended plan for paraprofessionals at Prince George's Community College - how it might be implemented with respect to:

- .housing - space
- .decentralization
- .job description
- .responsible person
- .interface with present on-going programs
- .training procedures
- .model contract
- .selection procedures
- .evaluation instrument

APPENDIX B

Review of Literature - General

In the education arena considerable research supports the use of paraprofessionals frequently referred to as teacher aides. The Ford Foundation Education Research Project in Bay City, Michigan, for example, demonstrated that aides were used to improve the quality of education by freeing teachers to spend time in teaching functions when previously 21 to 69 percent of their time was devoted to non-teaching activities.[3] Over half of the 800 New York school districts used approximately 2,400 paraprofessionals at all grade levels in the early 1950's.[4] The National Education Association, in three national studies from 1965 to 1969, revealed the following trends: an increased use of paraprofessionals, a stable concentration of them in elementary grades, and somewhat of a shift of their tasks to more teaching activity.[5]

The health manpower patterns candidly illustrate the concept of paraprofessionals to be not a new one and one with rapid expansion. Medical staffing reflects the increasingly smaller percentage of doctors and, concurrently, the expanding number of personnel categorized as technicians. To exemplify this trend, physicians, who may be considered the medical professionals, doubled between 1910 and 1962; nurses increased sevenfold and the number of medical and dental technicians expanded twentyfold.[6] The most recent to emerge from this legion of paraprofessionals is the physician's assistant for which forty training programs have sprung into existence since 1965.[7] Nursing research in Veterans Administration Hospitals points to one survey which reveals that only 49% of the recorded activities of the nursing staff were appropriate to the nurses' skills; another study determined that about one-fifth of their activities were inappropriate and half were questionably appropriate.[8, 9]

Evidence is conclusive in the mental health area that paraprofessionals employed as psychiatric aides contribute substantially to improved treatment outcome of their patients.[10] In an NIMH program, Rioch illustrated the use of paraprofessionals as treatment agents in assisting the staff to provide low-cost psychotherapy.[11] Truax's research evaluation of lay therapists demonstrated their significant positive effect on patients' improvement.[12] "Selected lay persons with or without training and/or supervision have patients who demonstrate changes as great as, or greater than, the patients of professional practitioners," according to Carkhuff.[13] Another study measured performance under three patterns of staffing--(1) professional counselors, (2) counselors with aides under supervision and (3) aides working alone and under supervision.[14] The best results based on the clients' work quantity, cooperativeness, work attitude and quality, dependability, ability to learn, and overall progress were obtained by aides working under daily supervision of professional counselors.

Most employees in the field of social work do not have professional degrees. These persons, then, are paraprofessionals who have been performing the professionals' functions and it appears that they will continue to do so.[15] The National Association of Social Workers, in the early 1960's, made the first effort in any field to conceptualize the role of paraprofessional.[16, 17]

Police corrections and law enforcement agencies have initiated support personnel programs. For example, to meet the understaffing crisis in police departments, a support service of indigenous paraprofessionals is now being employed. A Presidential Commission, furthermore, estimated the need for an increase by two and a half times of a new type personnel in corrections with an emphasis on a new type of correctional institution which highlights a community based rehabilitation.[18] As for the legal profession, a resolution of the American Bar Association in 1968 "recognized that there were many tasks in serving clients' needs which can be performed by a trained nonlawyer and by assistants working under the direction and supervision of a lawyer."[19] The New Careers Program has met the needs of all three of these agencies through programs in police and sheriff's departments, correctional and court agencies, and legal aid societies. Studies report successful use of paraprofessionals in these areas.[20]

Recently, due to the "knowledge explosion", there has been a demand for thousands of additional librarians.[21] This situation has resulted in the use of middle level library technicians. For the training of these paraprofessionals, as for those in several other categories, the community college has made a significant contribution by establishing programs in library technology.[22]

APPENDIX C

Review of Student Personnel Literature

A recent journal summarizes the professional stand by stating that the American Personnel and Guidance Association endorsed the role of support personnel in counseling in 1966 and that the National Institutes of Health looked toward the community colleges for training paraprofessionals for mental health work.[23] In her study cited earlier in this report, Matson finds that, over and above the economical aspects involved, paraprofessionals are performing very effectively in many aspects of student services.[24] She, in addition, stated at a 1973 institute on paraprofessionals that the justification for having this mid-level personnel is to help the Student Personnel professionals meet their objectives.[25] A variety of services in which support personnel may be helpful appeared recently in another EDPA workshop report.[26] These included admissions and records, guidance, counseling and advising, student activities, financial aid, placement, health services, housing, and athletics.

When paraprofessionals are utilized in counseling services, the professional counselor can get on with activities for which he is trained. The best function of counselors in two year colleges, according to Jones, is to help students resolve various developmental tasks, not to perform the advisement function nor to provide psychotherapy for highly disturbed students.[27] As a result of the employment of nonprofessionals to attend some aspects of advisement, the counselor changes his skills and moves into new areas such as teaching classes, doing research, and serving as a resource consultant. An example of this model is found at Meramec Community College in St. Louis where in 1970-71 the ten professional counselors were free to perform activities such as group and outreach counseling, individual, personal and vocational counseling, and community service programs while the ten paraprofessionals busied themselves with the advisement function.[28] These "educational advisors" reportedly advised 3,000 of the 4,775 students who were provided advisement.

O'Bannion proposes an academic advising model for community colleges in which he clearly assigns some aspects of program choice, the entire process of course choice and scheduling of classes to paraprofessionals who are trained for academic advising.[29] These activities would take place following the period when the professional counselor and the student work together exploring the student's life goals, vocational goals, and his selection of an academic program.

Current literature supports the theory that peer counselors, one category of paraprofessionals, effectively meet student needs in college. To illustrate the popularity of peer counseling, the Status Study reveals that half of the reporting institutions execute peer counselor programs.[30] The effectiveness of student counselors in providing certain services appears to be due to the phenomenon of shared status and shared experiences which improves the quality of communications between students. It has been suggested that adjustment for freshman students to the community college environment was made with more ease and readiness by the assistance of a trained peer counseling staff and that peer counselors also are known to be particularly effective with minority students to whom they relate well.[31]

Readings indicate that there is a trend for community colleges to establish Associate of Arts programs in Human Services which, with their behavioral science emphasis and an internship in the counseling area, prepare the graduate for a meaningful career and/or a step up on the career ladder toward professional counseling.[32]

APPENDIX D

Prince George's Community College
301 Largo Road
Largo, Maryland 20870

301-336-6000 x381

SURVEY ON THE UTILIZATION OF PARAPROFESSIONALS IN A DEPARTMENT OF COUNSELING

Respondent _____

College _____

Address _____Phone_____

1. At your institution do you have experience in utilizing:
   paraprofessionals _____yes ____no
   peer counselors _____yes _____no
   If "yes" to one or both items in #1, please check on pages 3 & 4 those areas in which each performs some or all of the functions.

2. Check categories of persons who are paraprofessionals and peer counselors.

   _____currently enrolled students
   _____recent graduates (general degree) of your institution
   _____recent graduates (human service) of your institution
   _____career re-entrant
   _____indigenous
   _____other such as:

3. Size of institution by headcount. _____less than 1,000; _____1,000-2,500; _____2,500-5,000; _____5,000-7,500; _____7,500-10,000; _____10,000 plus

4. a) Number of full-time (equivalent) counselors _____.
   b) Number of full-time (equivalent) paraprofessionals _____.
   c) Number of full-time (equivalent) peer counselors _____.

5. Your counseling service is: _____centralized, _____decentralized.

6. If decentralized, please describe how located.

7. Academic advisement system--who is involved in this program:
   _____faculty, _____counselors, _____paraprofessionals, _____peers.

8. Paraprofessionals are _____classified staff, _____professional staff, _____other.

9. Paraprofessionals work _____full-time, _____part-time, _____other.

10. Salary ranges

Salary	Wage
_____Less than $3,000	_____$2. an hour
_____$3,000-$5,000	_____$2-$3 an hour
_____$5,000-$7,000	_____$3-$4 an hour
_____$7,000-$9,000	
_____Other	

11. What educational level is required for selection?

_____High School	_____currently enrolled student
_____A.A. (general)	_____A.A. in Human Services
_____Bachelors degree	_____Master's degree

12. What training is required? _____college courses _____in-service program, _____supervised practical experience.

13. Have you experienced any problems with limiting the role of the paraprofessional as it is described in your program? If yes, what problems?

14. How have you dealt with the problems?

15. To whom do the paraprofessionals report? _____Counselors, _____Director of Counseling, _____Academic Dean, _____Director of Testing, _____Dean of Students, _____other _____.

16. How much of that person's time is spent on all aspects of the program? (selection, training, supervision, etc.) Feel free to use general estimates. _____25% _____50% _____75% _____100%

17. What other community colleges are utilizing paraprofessionals in Counseling Services?

1. _____ 2. _____

3. _____ 4. _____

Please return this Questionnaire in the attached envelope before November 15 to:

Dr. Ernest R. Leach
Dean of Student Affairs
Prince George's Community College
Largo, Maryland 20870

Thank you.
10/72

Twenty-One Basic Student Personnel Functions Organized By Administration Division and Illustrated by Typical Tasks*

Paraprofessionals	Peers		
		ADMINISTRATIVE DIVISION	
		Admissions, Registration, and Records	
____	____	1. Precollege Information	Conferring with high school groups; preparing and distributing descriptive material; handling of inquiries concerning college attendance; offering advisory talks to parents.
____	____	2. Applicant Appraisal	Evaluating transcripts of previous academic work; synthesizing available personnel data; serving on admissions committee.
____	____	3. Educational Testing	Selecting and developing appropriate testing instruments; administering tests to incoming students; developing normative and predictive data.
____	____	4. Personnel Records	Developing a meaningful and integrated records system; establishing and implementing policies regarding record accessibility; conducting and interpreting research on student characteristics.
____	____	5. Student Registration	Designing procedures and necessary forms; processing class changes and withdrawals; projecting college and class enrollments.
____	____	6. Academic Regulation	Interpreting requirements to students; advising faculty and administration on academic policies; evaluating graduation eligibility; presenting pertinent information in questions of probation and disqualification.

*Collins, 1967. See Bibliography.

Paraprofessionals	Peers		
		Guidance and Counseling	
____	____	7. Applicant Consulting	Interpreting test results to applicants; explaining curricular requirements; assisting students in selecting courses; introducing career planning.
____	____	8. Student Advisement	Scheduling advisees in classes; reviewing senior college requirements; advising students on special study skills needed.
____	____	9. Group Orientation	Conducting orientation classes; introducing students to all aspects of college life; presenting occupational information; teaching effective study skills.
____	____	10. Student Counseling	Conducting counseling interviews; acting as catalyst in student evaluation of values; administering and interpreting diagnostic tests; making appropriate referrals; providing a special program of health counseling.
____	____	11. Career Information	Studying manpower needs within the community and region; identifying sources of occupational information; arranging for regional career information retrieval systems; developing effective methods for disseminating career information.
		Placement and Financial Aids	
____	____	12. Financial Aids	Analyzing financial needs of students; seeking funds for grants-in-aid; administering student loans; arranging for part-time employment; planning research on effectiveness of financial aid program.
____	____	13. Placement	Arranging placement interviews for graduates and dropouts maintaining liaison with employment sources; conducting follow-up studies.

Student Activities

____	____	14. Student Self-Government	Advising student government; increasing the involvement of students in the college decision-making process; conducting leadership programs or classes; supervising elections and student conferences.
____	____	15. Co-Curricular Activities	Assisting students in the planning of a varied activities program; encouraging student involvement in significant projects; supervising student activities; helping in budget preparation; evaluating the worth of various activities.
____	____	16. Social Regulation	Working with administration and students in developing policies covering all social activities; maintaining a social calendar; arranging for facilities; handling cases of social misconduct.
____	____	17. Student Deduction	Training returning students to help new students; introducing students to college activities; interpreting student services and regulations.

Administration

____	____	18. Program Articulation	Arranging for staff liaison with high school counselors and with appropriate officials at colleges of transfer; appointing student personnel staff members to faculty committees; arranging for close communication with various academic departments.
____	____	19. In-Service Education	Providing for staff supervision; encouraging staff participation in professional associations; arranging for consultants to the staff; organizing a systematic program of in-service training for both the professional and the clerical staff.

____	____	20. Program Evaluation	Developing experimental projects; conducting local institutional research; cooperating in regional, statewide and national research projects; arranging for follow-up studies of former students.
____	____	21. Administrative Organization	Providing administrative leadership to all facets of the student personnel program; preparing organizational patterns and job descriptions; preparing budgetary requests; identifying and interpreting staffing needs.

APPENDIX E

DESCRIPTION AND RESULTS OF NATIONWIDE SURVEY

During the month of November 1972 a questionnaire was mailed nationwide to 36 two year colleges which were believed to be using paraprofessionals in their Student Personnel Programs. (See Appendix D) For the purposes of this survey schools were asked to distinguish between currently enrolled students (peers) and all other paraprofessionals. The following summary of returns is not arranged strictly according to the order of the survey, but in a manner deemed to make the results most coherent.

A. Functions of Paraprofessionals. Pages 3 and 4 from the questionnaire contain 21 Basic Student Personnel Functions, as compiled by Charles C. Collins.[33] Each school was asked to indicate the functions which their paraprofessionals perform. The results are summarized in Graph I. From the 21 functions this committee selected 6 which typify the activities of the Counseling Department at PGCC. They are:

Number	Function
7	Applicant consulting
8	Student advisement
9	Group orientation
10	Student counseling
11	Career information
18	Program articulation

B. Who Uses Paraprofessionals? Of the 36 schools surveyed, 22 (61%) responded in time to be included in this summary. Names of the colleges contacted are listed on pages 23-24. The following data summarizes the use of paraprofessionals by these 22 schools:

Category	Number	Percent
Paraprofessionals	22	100
Peers Only	7	32
Other paraprofessionals only	2	9
Both peers and other paraprofessionals	13	59
Paraprofessionals in the 6 counseling functions	19	86
No paraprofessionals in the 6 counseling functions	1	5
Functions not reported	2	9

C. Counseling Personnel/Student Ratios. Counseling personnel and headcount data have been summarized in three categories.

A - Schools with headcount less than 5,000
B - Schools with headcount greater than 5,000
C - All schools reporting

Data is given on the table below. For individual college responses represented graphically, see Graphs II, III and IV.

		A	B	C
		16	6	22
I.	No. of Schools			
II.	Estimated No. students	47,500	43,750	91,250
III.	No. of counselors	120	69	189
IV.	No. of peers	55	26	81
V.	No. of other paraprofessionals	42	27	69
VI.	Total no. of paraprofessionals	97	53	150
VII.	Counselor/Student ratio	1/400	1/630	1/480
VIII.	Paraprofessional/Student ratio	1/490	1/825	1/610
IX.	Total counseling personnel*/ student ratio	1/220	1/360	1/270

D. Background of Other Paraprofessionals (Not Peers)

Category	Number of Schools	Percentage of (15) Schools Using Other Paraprofessionals
Recent graduates	9	60
Career re-entrant	5	33
Second career	4	27
Indigenous	3	20
Other	3	20

E. Minimum Educational Requirements for Other Paraprofessionals.

Level	Number of Schools	Percentage of (15) Schools Using Other Paraprofessionals
High School**	5	33
Associates Degree**	8	53
Bachelors Degree**	5	33

F. Paraprofessional Training

Training	Number of Schools	Percentage of (22) Schools Reporting
College courses	2	9
In-service program	14	64
Supervised practical experience	10	45

*It is not assumed that all personnel work directly in Counseling but all are in Student Personnel Services.

**William Rainey Harper College and Santa Fe Community College vary the requirement to fit the job description.

G. Salary, Wage, and Employee Classification

Salary/Wage	Number of Schools	Percentage of (17) Schools Reporting
Less than $3,000	2	12
$3,000-$5,000	2	12
$5,000-$7,000	11	65
$7,000-$9,000	8	47
$1.60 per hour	1	6
$2.00 per hour	2	12
$2.00-$3.00 per hour	2	12
$3.00-$4.00 per hour	1	6

Classification of other Paraprofessionals	Number of Schools	Percentage of (15) Schools Using Other Paraprofessionals
Classified Staff	9	60
Professional Staff	6	37
Other	4	27
Part-time	8	53
Full-time	14	93

H. Centralized vs. Decentralized. While the means of decentralization (where it exists) cannot be numerically summarized, there appear to be two basic approaches. In some cases counselors are located in the academic areas, while at other schools they are located with the various organizations which constitute the Student Personnel Program.

Location	Number of Schools	Percentage
Centralized	14	64
Decentralized*	9	41

I. To Whom do Paraprofessionals report?

Supervisor	Number of Schools	Percentage of (19) Schools Reporting
Counselor	9	47
Director of Counseling	11	58
Academic Dean	2	11
Director of Testing	2	11
Director of Admissions	1	5
Dean of Students	5	26
Other	1	5

*Northern Virginia Community College is partially decentralized.

J. Time Involved in Supervision.

Percentage of Supervisor's Time	Number of Schools	Percentage of (19) Schools Reporting
75	1	5
50	0	0
25	10	53
less than 25	8	42

K. Student Advisement

Advisors	Number of Schools	Percentage
Faculty	21	95
Professional counselors	21	95
Peers	9	41
Other paraprofessionals	12	55

L. Problems in Limitation of Role. Where problems have been encountered, they have generally involved paraprofessionals wanting to become involved in counseling activities beyond the scope of their training. These problems are usually handled through critique and closer supervision. This type of problem is also emphasized in the orientation and in-service training of paraprofessionals.

Experience	Number of Schools	Percentage
Problems	5	23
No problem	17	77

COLLEGES CONTACTED

No.*	School Surveyed	Peers	Other Paraprofessionals
1.	Essex Community College, Md.	x	
2.	Parkesburg Community College, W. Va.	x	
3.	Northampton County Area Comm. College, Pa.	x	x
4.	Arapahoe Community College, Colo.	x	x
5.	Northern Virginia Community College, Va.	x	
6.	Maple Woods Community College, Mo.***	x	
7.	North Seattle Community College, Wash.	x	x
8.	Central Piedmont Community College, N.C.	x	x
9.	Western Piedmont Community College, N.C.	x	
10.	Howard County Community College, Md.	x	x
11.	Moraine Valley Community College, Ill.	x	x
12.	Meramec Community College, Mo.	x	x
13.	Harrisburg Area Community College, Pa.	x	
14.	El Paso Community College, Texas	x	x
15.	Community College of Denver, Colo.	x	x
16.	William Rainey Harper Community College, Ill.**	x	x
17.	Chemeketa Community College, Oregon	x	
18.	Washington Technical Institute, D. C.	x	x
19.	Lane Community College, Oregon	x	x
20.	Edison Community College, Florida**	x	x
21.	Santa Fe Community College, Fla.		x
22.	Catonsville Community College, Md.		x

*Numbered as response was logged in.
**Functions not reported.
***Paraprofessionals not used in counseling functions.

No.	School Surveyed	Late Responses-Not Included
23.	Miami-Dade Junior College, Fla.	"
24.	Green River Community College, Wash.	"
25.	Alexander City State Junior College, Ala.	No Response
26.	Centralia College, Wash.	"
27.	Delaware Tech & Community College, Del.	"
28.	Florissant Valley Community College, Mo.	"
29.	Fort Steilacoom Community College, Wash.	"
30.	Hillsborough Junior College, Fla.	"
31.	Macomb County Community College, Miss.	"
32.	Pensacola Junior College, Fla.	"
33.	Southeastern Community College, N.C.	"
34.	Southwestern College, Ill.	"
35.	St. Petersburg (Clearwater), Fla.	"
36.	St. Petersburg Junior College, Fla.	"

APPENDIX F

Prince George's Community College

COUNSELOR SURVEY
Paraprofessional Committee

Counselors: Please complete the following:

1. Today, as a counselor, I am involved in these activities:

Activity	Percentage of my time spent in activity	Percentage of that activity which could be performed by paraprofessionals
a. academic advisement	37	27
b. educational information	13	9
c. career counseling	7	3
d. personal-social counseling	8	
e. assessment	5	
f. articulation	6	1
g. committee work	8	
h. outreach counseling	3	
i. faculty liaison	4	1
j. administrative tasks	3	1
k. staff development	1	
l. student orientation	1	1
m. secretarial tasks	1	1
n. other _____	3	1
	100%	45%

Assuming that these are the only counselors' functions and that there are no paraprofessionals, how many counselors do we need? 15

2. Tomorrow, as a counselor, I would like to be involved in these activities:

a. counseling	56
b. teaching	7
c. group counseling	9
d. student group facilitator	4
e. committee work	6
f. faculty education & communication	5
g. development (staff & professional)	3
h. evaluation of counselors/dept.	2
i. research	2
j. publishing	1
k. other_____	5
	100%

Assuming that these will be the counselors' functions, how many counselors will we need? 14

APPENDIX G

Definition - Student Development Specialist

The Student Development approach to counseling may be explained as follows:

Counseling is both a concept and a process. As a concept, it focuses on assisting an individual in the optimal development of an emerging life pattern. It emphasizes assistance to all students, of whom the vast majority are normal, and to youth and adults responding to the varieties and complexities of life situations. As a process, guidance and counseling is the processing of substantive knowledge about the developing characteristics and patterns of the biosocial being. This is done principally through counseling techniques based on theory and research of the behavorial sciences. Emphasis is placed on realistic self-appraisal, rational planning, preparation for alternatives, problem-solving of one's concerns, better human relationships and processing and reprocessing the movement toward goals of responsible living. The student developmental approach focuses on high-level use of the capacities and opportunities of all people. It goes beyond remediation and therapy, which place emphasis on the restorative function, to restore the individual to an adequate level of living.

Functioning within the student development specialist framework carries with it an institutional responsibility. This responsibility means the Student Development Specialist acts as the human resources specialist within an academic team or unit consisting of teaching faculty and counselors. The process, furthermore, emphasizes the necessity for the Student Development Specialist to bring into this team effort his training and experience in behavioral sciences and human relationships in order to assist the other team members in eliminating barriers to their effectively fulfilling their several missions in the instructional process.

APPENDIX H

IMPLEMENTATION OF THE PROGRAM

JOB DESCRIPTION

Title: Educational Information Specialist

Responsible to: Counselor to Whom Assigned

Function: To assist students by providing educational information and aiding them in its utilization in order to provide educational options and alternatives.

Responsibilities and duties:

provide individual students with specific educational information.

prepare and disseminate transfer information - by updating the transfer book on a regular basis.

assist currently enrolled students in the course scheduling process.

attend in-service training sessions to enhance and enlarge skills.

assist with the compilation of data for Counseling Center research projects.

assist extension center and special students in the construction of their academic schedules.

SELECTION

Selection Process - the selection process is crucial in that the applicants chosen must possess a minimum skill level and the potentiality for further skill development if the program goals are to be met.

Announcement - announcement of the new paraprofessional program and the staff positions to be subsequently available should be made via the traditional college information systems.

Recruitment - applicants should be actively recruited by informed college personnel both on and off campus.

peer counselors could be recommended or sponsored by various student organizations or other college groups.

paraprofessionals (other than peer counselors) should be recruited from the community served by the college.

Application Form - the applicant should be required to indicate pertinent information on a form including a short statement of his qualifications to function in a helping capacity.

Selection Criteria - definite criteria both in the screening and interview phases ought to be required of paraprofessional applicants.

Objective Criteria - a modification of selection criteria for professional counselors.

demonstrated seriousness of purpose and progress towards a goal

paraprofessionals - a minimum degree level required such as an A.A. degree or completion of two years of college.

peer counselors - a minimum length of attendance at P.G.C.C. (1 year) combined with a minimum Q.P.A. (2.0 to 2.5).

pertinent experience - any significant experience in the performance of a helping relationship (camp counselor, neighborhood youth work, etc.)

psychological test profile - the Edwards P.P.S. or some other personality inventory might be utilized initially as an evaluation criterion until enough data has been collected and interpreted to use it as a screening measure.

Subjective Criteria - determined by the selection committee on the basis of their interview with the candidate and the written material on the application form.

demonstrated feelings of positive self worth on the part of the candidate

demonstrated facility to empathize with others

some indication of assertiveness in dealing with people and situations.

some indication of verbal facility in communicating with others.

Additional Criteria -

self-selection - the student who has gone through the application process has already indicated a degree of interest and motivation.

common background and experiences - certain identifiable groups on campus may best be served by paraprofessionals who share similar backgrounds and experiences, i.e., minority students, older students, veterans, and academic failures.

Selection Committee - a committee should be empowered by the Chairman of the Counseling Department or the Chairman's designated representative to screen selected applicants.

composition - the committee ought to be composed primarily of students and counselors with representation from faculty and other college staff, i.e., 2 students, 2 counselors, 1 faculty, 1 classified staff.

chairmanship - the chairman should be elected by committee members.

charge - the committee's charge should be determined by the empowering authority in conjunction with the objectives of the paraprofessional program.

Screening - applicants should be initially screened on the basis of certain objective criteria (see selection criteria).

applicants meeting the objective criteria should go before the selection committee for individual interviews.

the committee should rate applicants on the basis of certain subjective criteria (see selection criteria).

TRAINING

Training Program - applicants are assured to possess a minimum skill level.

Objectives

define the role of the paraprofessional and elaborate on how that role fits in with counseling, student affairs, and the institution as a whole.

enhance the listening, empathic, communications, and other counseling skills of the trainee.

impart to the trainee information regarding policies and procedures of the College.

clearly define the parameters of the paraprofessional's role and functions.

provide information to the trainees regarding referral sources and procedures on and off campus.

Guidelines

training period - the general consensus is that the length of the training period should be a minimum of 30 hours.

training time - it is best to conduct the training in a concentrated period of time such as a week between semesters or in the summer when staff would be relatively free from other duties.

practicum - training should include a practicum experience somewhere in the middle of the training session so that trainees could benefit from actual experience.

staff utilization - it is adviseable to utilize as many of the counseling staff as possible in the training phase so as to foster a positive relationship between staff and paraprofessionals.

Methods

Cognitive

force field analysis - a method whereby trainees come to recognize themselves that they can have a significant effect upon their client group.

role-playing - listening, communication, and empathy skills can be enhanced via the method of role playing.

audio-visual aids - films, audio and video tapes are excellent aides for simulating real counseling situations.

didactic presentation - college catalogues, handbooks, forms and other pertinent materials can be presented in this manner.

Affective - sensitivity type experiences can be structured for the trainees so that they can experience relationships in a personally meaningful way.

Evaluation of the Training Program - evaluation is designed to provide feedback that may be used to alter or revise the training program.

trainee evaluation - an evaluation of specific program elements to determine the initial impact of each element upon the trainees.

didactic evaluation - a written or oral evaluation of each trainee in the form of a test to determine the quality and amount of information imparted.

personal evaluation - a rating by individual trainees of each member of the total training group in comparison with every other member in order to determine the relative amount of change as perceived by each.

SUPERVISION AND EVALUATION

Supervision - for the purpose of supervision it is best to assign one paraprofessional to one counselor and to locate the two in the same general area.

Personal Growth Model - supervision should have as its focus the personal growth of the individual.

supervision should include the provision of further experiences to increase the skill level of the paraprofessional.

supervision should enhance the possibilities of the paraprofessional becoming a more fully functioning person.

Individual Supervision - this method of supervision assumes the professional is working on a somewhat higher skill level than the paraprofessional.

the paraprofessional receives feedback from the supervisor regarding the performance of his role.

the paraprofessional consults his supervisor regarding individual problems and concerns he is having.

Group Supervision - supervision of this type makes use of the different kinds of groups of which the paraprofessional is a part.

paraprofessional group - group meetings with the other paraprofessionals can be an occasion for discussing cases, providing further training and providing personal growth experiences.

professional and paraprofessional group - meetings with both professional and paraprofessional staff for communication purposes and in-service training as appropriate should be conducted.

team building group - an ongoing group experience with a qualified staff member would foster the development of a cohesive paraprofessional staff.

Evaluation - ongoing evaluation should provide feedback concerning the total paraprofessional program and the role of the paraprofessional within that program.

Methods -

professional ratings - ratings by a supervisor compared with self-rating by paraprofessionals might help to clarify the perception of roles by each.

outcome measure - measure of personal growth over a given period of time using instruments such as the Personal Orientation Inventory.

client reports - follow-up report on paraprofessionals by their client group.

increased utilization of services - a more objective evaluation incorporating a real measure of effectiveness.

survey of professional counselor activities - a measure of the projected upgrading of professional counseling activities, resulting from the employment of paraprofessionals.

addition of new services - a determination of what, if any, new student needs are being met.

Outcomes

alteration or revision of the total paraprofessional program.

alteration or extension of the role of the paraprofessional.

PHYSICAL LOCATION

The paraprofessionals should be located in the same area as, or in close proximity to, the professional counseling staff members.

This is important because the paraprofessional will frequently need advice and information that is available from the counselors frequently on a short-notice basis. There will also be many occasions when a paraprofessional and a counselor will be working as a team effort. In addition, this close proximity should help to assure that professional counselors are relieved of a maximum of their current non-professional activities.

It will be important to the evaluation of the paraprofessionals that they have a close working relationship with the counselors and as much contact as possible with the counselors while carrying out their assigned tasks.

FUNDING (SALARY & WAGES)

The paraprofessionals should be hired as classified personnel paid on an hourly wage basis.

The college personnel office has already established a position classification for a paraprofessional, with a budget code of 5301 and an annual salary of $8,100 ($4.15 per hour). This was done in culmination of efforts by the placement center over the past two years to acquire an additional staff person.

CONTRACT

Paraprofessionals will not be hired via contract. The contract hiring is reserved for those persons meeting the classification of professionals in the academic setting. To hire the paraprofessionals via contract would present problems with tenure and faculty status; such matters do not seem to be presently feasible.

APPENDIX I

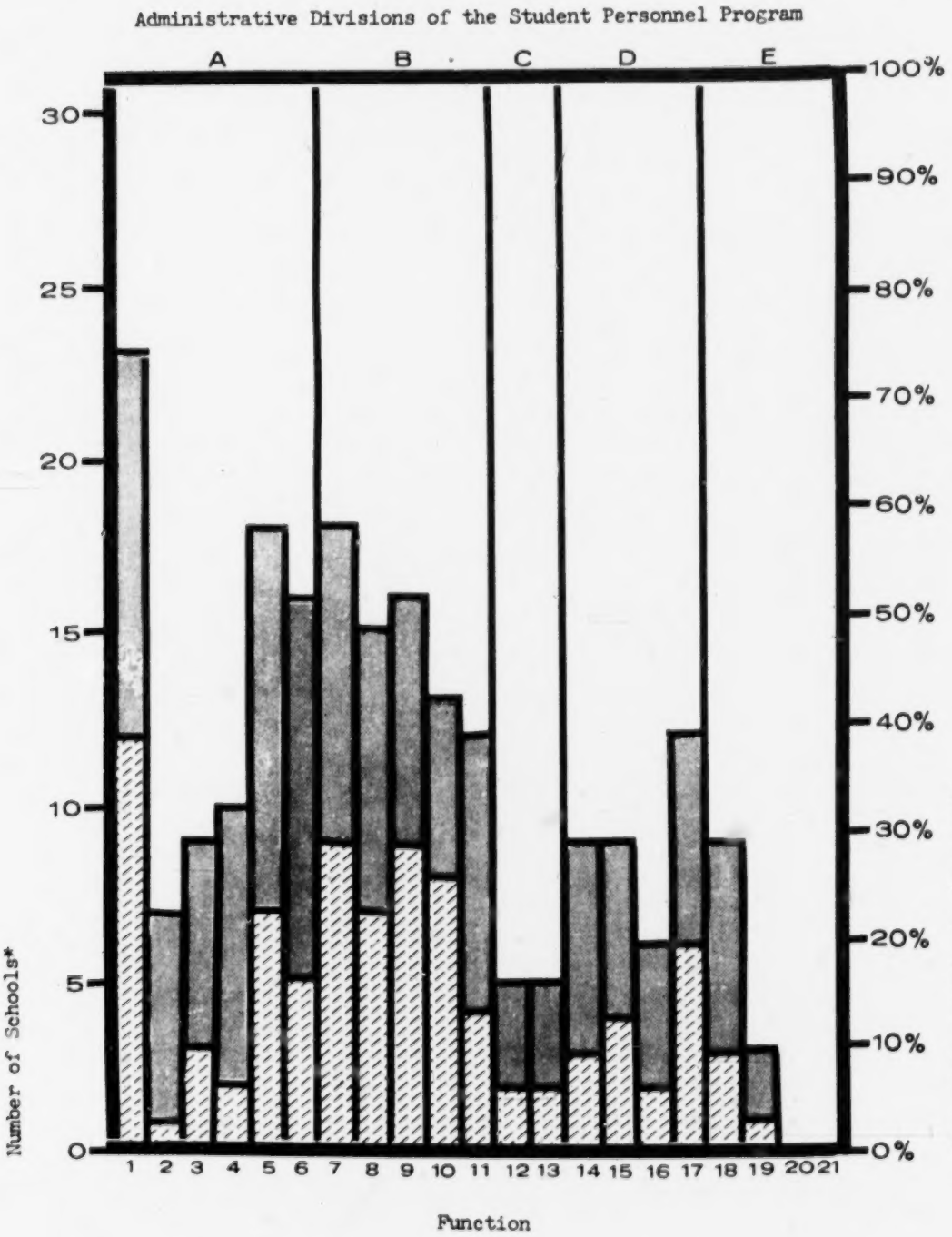
RECOMMENDATIONS FOR FURTHER STUDY

1. Explore feasibility of developing a core curriculum for AA program in Human Services.
2. Investigate the use of paraprofessionals throughout Student Personnel Services.
3. Explore the concept of paraprofessional programs throughout the campus.
4. Evaluate the paraprofessional program periodically after implementation.
5. Review job descriptions of professionals and clerical staff in view of introducing paraprofessionals.
6. Study feasibility of a peer counseling program.

GRAPHS

GRAPH I

FUNCTIONS PERFORMED BY PARAPROFESSIONALS



A-Admissions, Registration, and Records
B-Counseling and Guidance
C-Placement and Financial Aids
D-Student Activities
E-Administration

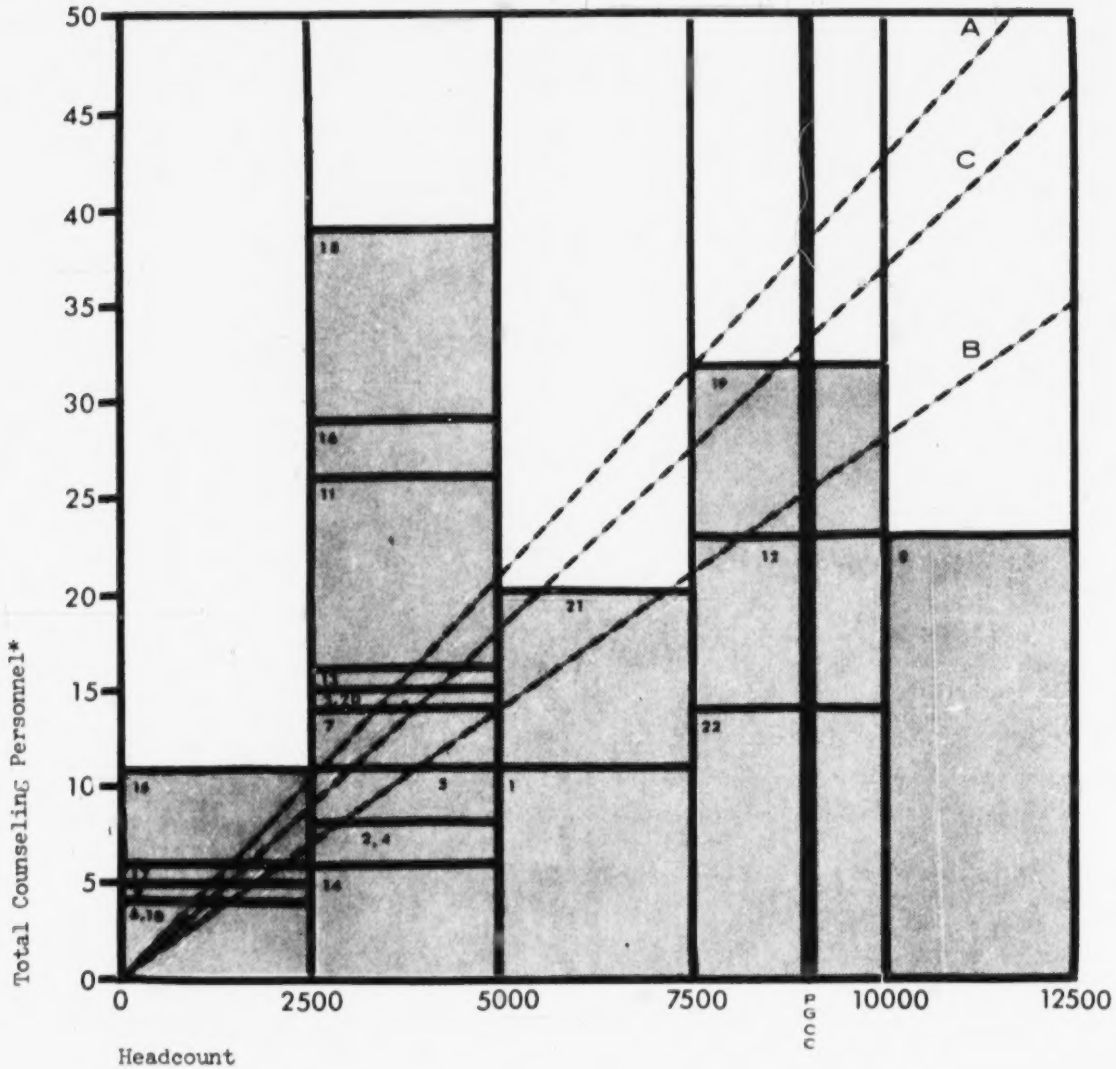
-Peers

-Other Paraprofessionals

*Schools using both peers and other paraprofessionals are counted twice. Schools not reporting on functions are not included.

GRAPH II

TOTAL COUNSELING PERSONNEL/STUDENT RATIO*



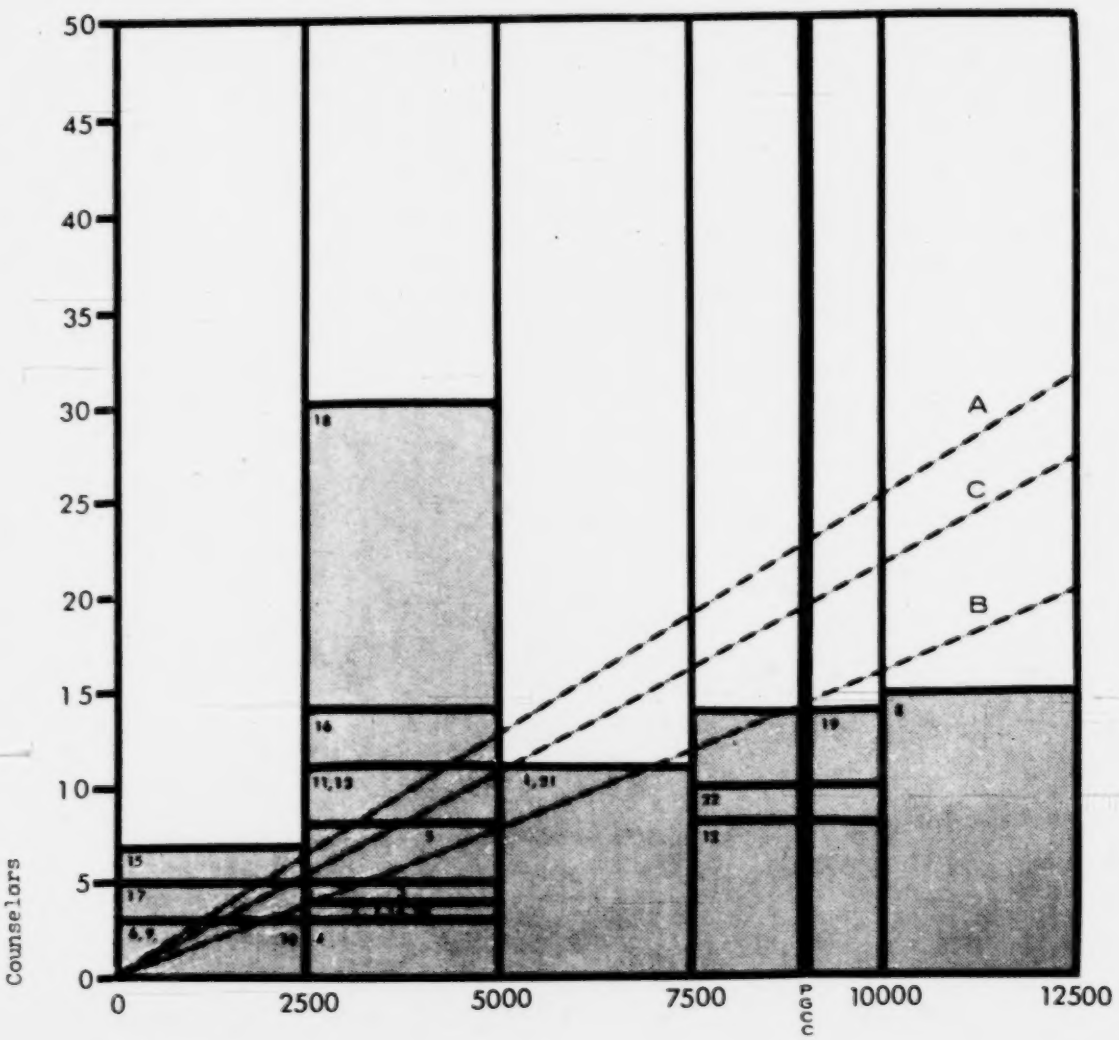
A-Schools with headcount less than 5000.
B-Schools with headcount greater than 5000.
C-All schools reporting

Numbers within the shaded area identify the individual responses by the sequential numbers assigned upon return of the questionnaire.

*All counseling personnel are assumed to be within the Student Personnel Program, but not necessarily within the Counseling Department per se.

GRAPH III

COUNSELOR/STUDENT RATIO



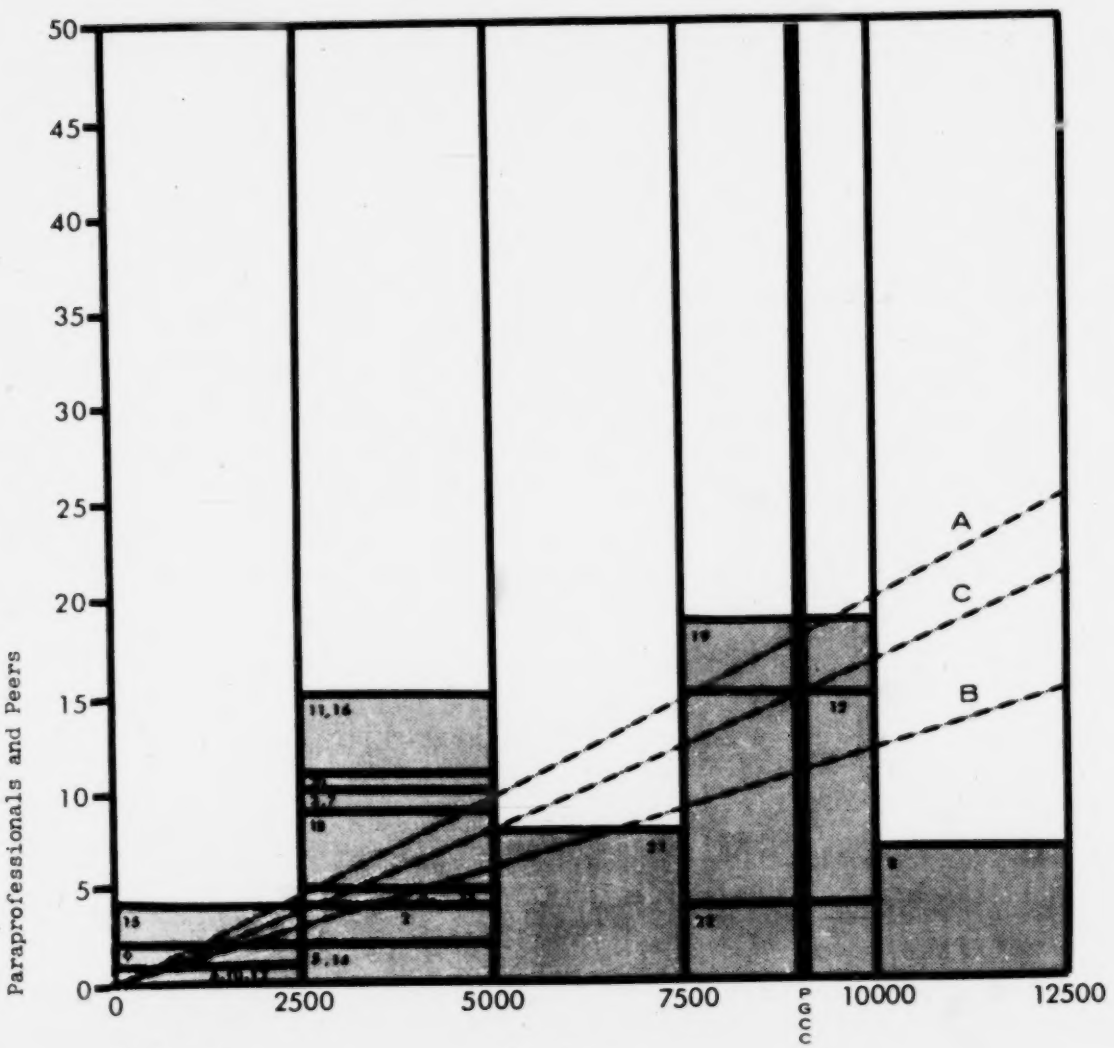
Headcount

A-Schools with headcount less than 5000.
B-Schools with headcount greater than 5000.
C-All schools reporting

Numbers within the shaded area identify the individual responses by the sequential numbers assigned upon return of the questionnaire.

GRAPH IV

PARAPROFESSIONAL and PEER/STUDENT RATIO



Headcount

A-Schools with headcount less than 5000.
B-Schools with headcount greater than 5000.
C-All schools reporting

Numbers within the shaded area identify the individual responses by the sequential numbers assigned upon return of the questionnaire.

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